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ABSTRACT

In January 1985, Glendale Community College (GCC) began a student follow-up system of data collection called TEX-SIS (Texas Student Information System) designed to evaluate instruction as well as student satisfaction with programs. Five major areas dealing with students were studied: student educational intent, student withdrawal (course, college, and walk-off), non-returning students, graduate follow-up, and employer follow-up. Surveys were conducted from late fall 1984 to June 30, 1985, with the number of survey respondents varying from 9 to 3,352. Highlighted findings included the following: (1) of the respondents to the student educational intent survey (N=3,352), 51% identified preparation for a new job and/or improvement of existing job skills as their primary objectives; (2) respondents to the withdrawal survey included 138 students who withdrew from classes (primarily for personal reasons); 282 students who withdrew from college (primarily because of conflicting job hours) and 9 students who disappeared from class or the college without officially withdrawing; (3) the non-returning students survey indicated that former students (N=319) were satisfied with the college's services, with highest ratings given to quality of instruction and library services; (4) the graduate follow-up survey revealed many similarities between graduates and non-returning students; (5) 81% of the 444 responding graduates rated their university preparatory work as "satisfactory" or "excellent"; (6) the average annual salary for non-returning students was $23,484, while that for graduates was $21,688; and (7) 88% of the 91 employers who responded to the follow-up survey gave an overall rating of "good" or "very good" to former GCC students. Survey instruments are included. (LAL)

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RESEARCH REPORT

1985

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GLENDALE COMMUNITY COLLEGE

TEX-SIS* RESEARCH REPORT
Spring 1985

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TEX-SIS
STUDENT FOLLOW-UP SURVEY

Glendale Community College

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In January 1985, Glendale Community College began a student follow-up system of data collection called TEX-SIS (Texas Student Information System). Five major areas dealing with students were studied: Student Educational Intent; Student Withdrawal (Course, College, and Walkoff); Non-Returning Students; Graduate Follow-Up; and Employer Follow-Up.

The basis for this pilot study was to develop a follow-up system for evaluating instruction as well as student satisfaction with programs. The surveys were conducted from late fall 1984 through June 30, 1985. It should be noted that the number of respondents for each survey varied from 9 to 3,352. Considering that the entire enrollment of GCC is approximately 14,000, a survey with nine respondents is only .0006% of the entire student population; a survey with 3,352 respondents is approximately 24% of the total population. Survey results are summarized in this document.

Part I. Students' Educational Intent Survey Total Responses: 3,352

Approximately 27 percent of the total enrollment was surveyed to determine their educational intent. The average age of females was 31 and of males, 29.

Overall Educational Goals

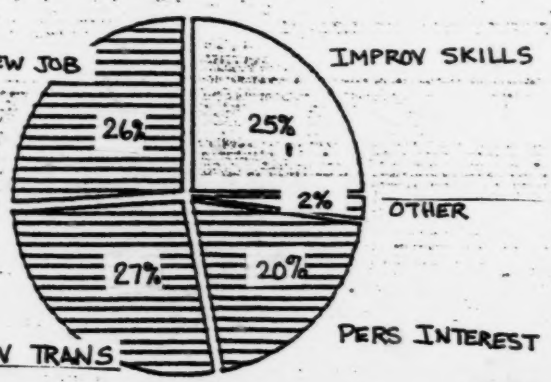
Students indicated the following as primary objectives:

-Preparation for a new job and/or improvement of existing job skills 51%

-University transfer credit 27%

-Personal interest/other 22%

PRIMARY EDUCATIONAL GOALS



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Females (54%) indicated a larger percentage of occupational goals than did males (49%). Males (31%) indicated "university transfer" as their goal, while only 23% of the females indicated such.

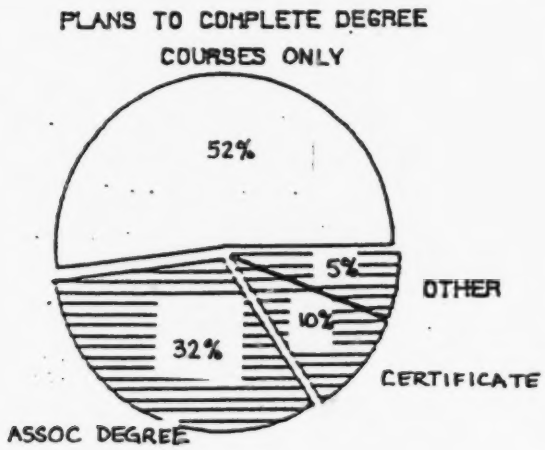
Completing a Degree

-About half of all the students surveyed indicated they were taking "selected courses" only.

-Thirty-two percent indicated they intended to complete an Associate Degree.

-Approximately 10% indicated they intended to complete a degree other than the Associate Degree.

-Males (45%) indicated a larger interest in completing a degree than did females (39%).



The top ten major field categories were:

1. General Business
2. Electronics
3. General Curriculum
4. Data Processing
5. Nursing
6. Business Administration

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7. Engineering
8. Art
9. Drafting Technology
10. Education

The bottom 12 major field categories were:

1. Parent Aide
2. Youth Supervisor
3. Production Management
4. Disabled - Mental Health Aide
5. Gerontology
6. Chemistry
7. Sociology
8. Agriculture Production
9. Recreational Specialist
10. Chemical Dependency Counselor Aide
11. Economics
12. Agri-Business Sales and Services

Future Enrollment Plans

-About 73% of the students surveyed indicated that they planned to return to GCC after the current enrollment period.

-Twenty percent did not know whether they would return or not.

-Seven percent indicated no plans to return after completing the term.

Need for Special Assistance

Only about 1% of the students (272) surveyed responded that they needed special assistance due to physical impairment, limited English speaking ability, financial deficiencies, or academic deficiencies.

-Financial assistance - 196 students

-Limited English speaking skills - 32 students

-Physical impairment - 19 students

Part II. Student Withdrawal Survey

Course Withdrawal — Total Responses: 138

The major reason for withdrawing was personal. The majority of males indicated that they withdrew because of conflicting job hours (25%), too heavy course load (19%), and grade problems (17%). The top two reasons females indicated were dissatisfaction with instruction (16%), followed by too heavy course load (15%), and other personal/family reasons (13%).

An overwhelming majority of males (95%) and females (95%) indicated that consulting with a counselor would not have changed his/her mind about the decision to withdraw from a course.

College Withdrawal — Total Responses: 282

The major reason for college withdrawal indicated by both males and females was conflicting job hours.

As far as future college enrollment plans, an overwhelming majority of males (70%) and females (67%) indicated that they were planning to return in the Fall.

Of the students surveyed, 90% of the males were employed 40 hours or more; 75% of the females were employed with approximately 40% working 40 hours or more.

Supportive services were used by 40% of the males and 47% of the females with Counseling, Financial Aids, and Job Placement being used most frequently.

In evaluating their college experience, 32% of the males and 36% of the females indicated they were very satisfied, while almost 50% of both groups indicated they were satisfied. Only a very small percentage said they were disappointed.

Walkoff Withdrawal — Total Responses: 9

Students fit into this category if they disappeared from class or the college and did not bother to officially withdraw. Seventy-eight percent respondents were female.

-Various reasons for withdrawal were given with the highest being dissatisfaction with instruction, conflicting job hours, and dissatisfaction with course content--all at 20%.

-No one indicated use of support services.

-Only 33% of the students stated they had future course enrollment plans, while 44% were undecided.

-Seventy-five percent of the respondents were employed, with the majority holding jobs that required them to work over 40 hours.

-In evaluating their college experience, 33% were neutral with the rest being very satisfied (22%), satisfied (22%), or disappointed (22%).

-Note the small number of respondents.

Part III. Non-Returning Students Survey Total Responses: 319

Students rated all of the college's services above average. On the instructional side, the students rated us lowest in our teacher's use of instructional media. Overall, the respondents gave us the highest ratings in terms of the quality of our instruction and library services.

On the student services side, our course advisement, counseling, and placement services were rated the lowest. There appears to be a general feeling among respondents that counselors and advisors should be more available at times convenient to the evening student and that the 2 year/4 year transfer of coursework needs to be better coordinated with more accurate information. Approximately 76% of the students were able to transfer all credits.

The top three reasons given for former students not re-enrolling were conflicting job hours, personal reasons and they had completed needed courses.

Part IV. Graduate Follow-Up Survey Total Responses: 444

Many of the responses returned by the graduates were similar to those returned by the non-returning students. Even the salary data of both groups was alike. The average annual salary of non-returning students was $23,484 and of graduates was $21,688. Of the non-returning students, 79% indicated they were interested in taking additional courses, while approximately 58% of the graduates indicated the same.

About 32% of the occupational graduates and 20% of the academic graduates reported difficulty in transferring credit hours and/or transcript proplems. Eighty-one percent of the graduates rated their university prepratory work as satisfactory or excellent; 2% rated it as inadequate.

Part V. Employer Follow-up Survey Total Responses: 91

Overall, the former students and their training received high ratings from employers, especially in the areas of willingness to learn, accepting responsibility, and personal initiative. Eighty-eight percent of the employers surveyed gave an overall rating of "good" or "very good."

The two highest ratings and the areas receiving the best future job outlook were Electronics and Administration of Justice. The future job outlook rating given to the Nursing graduates, however, was lower than the current outlook.

The lowest ratings given to students by employers were in problem-solving skills, math skills, organizational ability, and communication skills.

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Glendale Community College
Students' Educational
Intent Survey
Spring 1985
No. 1

Dr. J. Joaquin Montemayor,
Director

Dr. Majel Dominguez,
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Dr. Jim Reed,
Project Consultant and Analyst

May 9, 1985

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INTRODUCTION

This project was funded by a Joint Council on Education Priorities (JCEP) Grant through the Maricopa County Community College District. This initial report contains a result of the intent portion of the survey. The following portions of the study cover: College Withdrawal, Non-returning Student, Graduates, and Employer Satisfaction. Complete reports will be available on each of these topics.

The period for this survey was January 15 thru June 30, 1985. The project was conducted under the direction of Dr. J. Joaquin Montemayor, Director of the Office for Research and Development at Glendale Community College, with Dr. Majel Dominguez as project coordinator and Dr. Jim Reed as consultant. The survey instruments used in this study were originated by Dr. Reed for the Texas Student Information System (TEX-SIS). The TEX-SIS System has been pre-tested for reliability and used in the state of Texas over the past ten years. This system was selected over other available systems because a literature search indicated it would best fit the purposes of the work at Glendale College.

The basis for conducting this pilot study was to develop a follow-up system for evaluating instruction as well as student satisfaction with programs in order to comply with a request from North Central Accreditation Association of Colleges and Universities (NCAA).

This phase of the study was completed in May 1985. The subsequent surveys, as previously mentioned, will be concluded during the Summer of 1985. In addition, as part of the design of this follow-up system, it is the intent of the project participants to recommend to Glendale Community College administration that certain portions of the follow-up subsystems be administered on a cyclical basis. Follow-up subsystems need not be administered each and every semester, but can be administered as best determined; for example, the intent portion could be administered every fall while the withdrawal and non-returning surveys could be administered every two to three years. Graduate and employer satisfaction data might be collected every other year. The findings are useful in program and curriculm development as well as all public relations activities. Additional uses are suggested on page 6.

In summary the findings indicated that about half of the students in our sample indicated job preparation as their primary goal while almost one-third were seeking A.A. degrees. Approximately one student in four was seeking university transfer credit.

Over one-half of the females were seeking occupational goals while one-third of the males sought university transfer credit. ethnic differences placed university transfer credit as highest priority for White non-Hispanics, Hispanics, and Blacks. Job preparation and personal interest ranked highest for American Indians and Asians respectively.

Analysis by age placed younger students, under 29 years old, as preferring transfer credit, while the 30 years and older categories preferred skill improvement or personal interest as priorities. Differences in intent of educational goals by field of interest reflect variation of program orientation. The percentage of respondents pursuing degrees within a major field versus students enrolled for courses only provides information for specific departments on the campus.

Data from this survey were compared to data available in the Statistical Information Reports, Fall 1984 and Spring 1985, prepared by the Office of Research and Development. These reports are the Demographic Comparison of Student Body 1974-1984, and the Summer 1984 Student Characteristics Report. The Student Educational Intent data shows similar trends and characteristics appearing in these two reports. Lastly, it should be noted that the confirmed information can be utilized in evaluating program changes, scheduling adjustments, student services, and promotional materials for recruitment and marketing.

GLENDALE COMMUNITY COLLEGE
STUDENTS' EDUCATIONAL INTENT SURVEY
SPRING 1985

The contents of this report concerns an analysis of survey information obtained from students who enrolled at Glendale Community College during the Spring 1985 registration period. 3352 students (about 27% of the total enrollment) were surveyed. This represents approximately 87% of the walk-through and late registrant population. One should understand that such information is a reliable source of information from students completing the survey form. A demographic comparison of the characteristics of the students completing the form with the characteristics of the total registrants of the previous enrollment periods is shown later in this report. This document is divided into the below sections:

* Survey Highlights - The Surprising? - and ....the not so surprising.

* Suggested Uses of the Data

* Issues/Questions for Response

* What does our data say about:

  - What are the overall educational goals of the students surveyed?
  - To what extent are our students taking courses with no intention of completing a degree?
  - What are these students' future enrollment plans?
  - What percentage of our students indicate some need for special assistance from our college?
  - To what extent does the educational goal data vary by sex, age, and ethnic group categories.
  - To what extent does educational goal data vary by major field of study?
  - How does the demographic characteristics of this survey population compare with other semester enrollments?

After this type of survey data is analyzed and reviewed, requests can be made to the appropriate institutional staff that they respond to some of the more pertinent issues and questions brought about by the survey results.

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SOME HIGHLIGHTS

THE SURPRISING? .....

* About half of the students said they had no intention of completing a degree. 32% indicated they planned to complete an Associate Degree.

* Females had a greater portion of "occupational" goals than males; males had a greater portion of "university transfer" intents.

* Females were less interested in completing a degree than males and opted more for goals relating to "preparation for job to be obtained."

* The average age of females was 31; for males 29. 37% of the males were age 30 or over - while 46% of the females were age 30 or over.

* The different ethnic categories exhibited somewhat different goal data. The goal data is listed below from the highest to the lowest percentage in each category:

American Indian

Preparation for new job
University transfer credit
Improve job skills
Personal interest

Asian/Pacific Islander

Personal interest
Preparation for new job
University transfer
Improve job skills

Black, not of hispanic origin

University transfer credit
Improve job skills
Preparation for new job
Personal interest

Hispanic

University transfer
Preparation for new job
Improve job skills
Personal interest

White, not of hispanic origin

University transfer credit
Preparation for new job
Improve job skills
Personal interest

* Almost three out of every four students surveyed indicated they planned to return to our college after the current enrollment period.

* About 64 percent of our occupational students state they have previous work experience in their major field of study.

* Only about 1% of the students surveyed indicated they needed special assistance from the college because of physical impairment, limited english ability, financial deficiencies, or academic deficiencies. If the same percentages were applied to the total population, it would look something like:

Special Assistance Item	Number of Students
Physical Impairment	69
Limited English Speaking Ability	116
Financial Deficiencies	714
Academic Deficiencies	91

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AND .....THE NOT SO SURPRISING

* Generally, age groupings of 24 and under had as primary goals "university transfer credit"; while age groupings of 25 - 54 had "improvement of existing job skills" as the primary goal (with a secondary goal of "preparation of job to be obtained." The 55 and over age group had "personal interest" as their primary goal.

* Generally, age groupings of 24 and under intended to complete a degree; while the 25 and over group had a greater interest in "selected courses" than completing a degree.

* Occupational majors tended toward having occupational goals and academic majors tended toward having academic goals. Generally, occupational majors were, on the average, older than academic majors.

* Students in the below occupational majors tended toward selected courses/no degree (note other data):

	% Female	Average Age	% 30 and Over
- Automotive Technology	4%	33	50%
- Clerical Education	92%	32	42%
- General Business	60%	30	39%
- Data Processing	58%	32	47%
- Drafting Technology	31%	29	40%
- Real Estate	53%	35	56%
- Word Processing	97%	32	40%

while ..... students in the below occupational majors tended toward "completing the degree" (note other data):

	% Female	Average Age	% 30 and Over
- Administration of Justice	28%	28	41%
- Banking and Finance	60%	27	26%
- Business Administration	48%	29	36%
- Electronics (Computer Tech)	49%	31	42%
- Electronics Technology	17%	30	37%
- Marketing	52%	28	39%
- Middle Management	49%	32	54%
- Nursing, RN	89%	31	51%
- Quality Control Tech	40%	36	67%
- Ornamental Horticulture	25%	33	56%
- Fire Science	0%	27	31%

* Educational goal data varies considerably when considering the various age groupings. Whether the student is pursuing a degree also varies considerably when considering age factors.

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* The percentage of students already having work experience in their major field of study varies according to age groupings (see below):

Age Category	Yes - Work Experience	No - Work Experience
16-19	28%	72%
20-24	44%	56%
25-29	62%	38%
30-34	63%	37%
35-44	64%	36%
45-54	57%	43%
55-64	48%	52%
65 and over	18%	82%

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SUGGESTED USES OF THE DATA

* Make presentations regarding the students' educational goals to faculty and staff and generate discussions about how well the curriculum design matches students' goals.

* Make presentations regarding the students' educational goals to faculty and staff and generate discussions about how well the scheduling of courses matches students' goals.

* Develop a news release emphasizing the subject of Glendale Community College serving the needs of the community by providing educational opportunities for both young and old. Use survey data as examples.

* Develop recruitment materials for use in large and small businesses - showing how Glendale Community College offers courses both for people who want to prepare for new jobs and people who want to improve their current job skills. Use survey data as examples.

* Advertise the offerings of Glendale Community College relative to women entering and returning to the job market. Use survey data as examples.

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ISSUES/QUESTIONS FOR RESPONSE

1. The data suggests that about half of our students have no intention of completing a degree. How has (or can) the design of our occupational curricula reflect a response to the needs of this population? Or, does our current design need to be strengthened?

2. The data implies that a relatively large percentage of the students already have work experience in their major field of study. How does (or can) the college allow for such experience in course scheduling and placement, determination of program entry point, etc? Or, do our current procedures need to be strengthened?

3. The data indicated numbers of female students (in the age group 30 and over) who are attending our college for occupational reasons (i.e. most probably - according to other statistics - for entrance or re-entrance into the job market). What provisions have the college made to offer flexible opportunities for this population?

4. Almost three out of every four students indicated they planned to re-enroll at our college after this current term. How does this compare with actual data and - are there issues the college can address to increase the percentage of students returning each semester?

WHAT DOES THE DATA SAY ABOUT ....

WHAT ARE THE OVERALL EDUCATIONAL GOALS OF THE STUDENTS SURVEYED?

Over half (51%) of the students surveyed indicated either "preparation for a new job" or "improvement of existing job skills as their primary objective. About one of every four students indicated a goal of "university transfer credit." The remainder (22%) indicated "personal interest" or "other" as their primary objective.

TO WHAT EXTENT ARE OUR STUDENTS TAKING COURSES WITH NO INTENTION OF COMPLETING A DEGREE?

About half of all the students surveyed indicated they were taking "selected courses" only. About one out of every three (32%) indicated they intended to complete an Associate Degree. Approximately 10% indicated they intended to complete a degree other than the Associate Degree.

WHAT ARE THE STUDENTS' FUTURE ENROLLMENT PLANS?

About 72% of the students surveyed indicated that they planned to return to our college after the current enrollment term. Almost 21% did not know whether they would return or not. 7% indicated no plans to return after completing the term.

WHAT PERCENTAGE OF THE STUDENTS INDICATED SOME NEED FOR SPECIAL ASSISTANCE FROM OUR COLLEGE?

About 1% of the student's surveyed responded in a positive manner when asked to indicate whether they needed special assistance because of reasons related to physical impairment, limited english speaking ability, financial deficiencies, or academic deficiencies. This amounted to a total of 272 students of the 3352 students surveyed. The largest percentage of these (196) indicated a need for financial assistance; 19 indicated a need for special assistance because of a physical impairment; and 32 indicated a "english speaking ability" deficiency. About one-fourth of the students indicating a need for special assistance said they were already receiving the assistance.

TO WHAT EXTENT DOES THE EDUCATIONAL GOAL DATA VARY BY DEMOGRAPHIC CATEGORIES (SEX, AGE AND ETHNIC CATEGORIES).

Sex Categories

Females (54%) indicated a larger percentage of occupational goals than did males (49%). The reverse was true for "university transfer" intents; 31% of the males indicated this as their primary intent while only 23% of the females indicated such.

Males indicated a larger interest (45%) in completing some type of degree than did females (39%). Females tended toward "preparation for job to be obtained" as their primary goal while males tended toward "university transfer credit" and "improvement of existing job skills."

Age Categories

As one would expect, educational goal data varies considerably when analyzed by the different age categories. When looking at the top two intent percentages by age grouping, the below is displayed:

Age Grouping	Two Highest Intent Percentages
Ages 16-19	University Transfer Credit Preparation for Job to be Obtained
Ages 20-24	University Transfer Credit Preparation for Job to be Obtained
Ages 25-29	Improvement of Existing Job Skills University Transfer Credit
Ages 30-34	Improvement of Existing Job Skills Preparation for Job to be Obtained
Ages 35-44	Improvement of Existing Job Skills Preparation for Job to be Obtained
Ages 45-54	Improvement of Existing Job Skills Personal Interest
Ages 55-64	Personal Interest Improvement of Existing Job Skills
65 and Over	Personal Interest

The pursuance of a degree also varies by age grouping as one would expect (see below).

Age Grouping	Degree Pursuance	
Ages 16-19	Pursuing Degree	49%
	Selected Courses	43%
Ages 20-24	Pursuing Degree	48%
	Selected Courses	47%
Ages 25-29	Selected Courses	50%
	Pursuing Degree	45%
Ages 30-34	Selected Courses	51%
	Pursuing Degree	43%

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Ages 35-44.....	Selected Courses	56%
	Pursuing Degree	39%
Ages 45-54.....	Selected Courses	67%
	Pursuing Degree	29%
Ages 55-64.....	Selected Courses	81%
	Pursuing Degree	9%

The below shows educational goal data by ethnic group categories.

Ethnic Group Categories

Ethnic Category	Two Highest Intent Percentages
American Indian/ Alaskan Native.....	Preparation for Job to be Obtained University Transfer Credit
Asian or Pacific Islander.....	Personal Interest Preparation for Job to be Obtained
Black, not of Hispanic Origin.....	University Transfer Credit Improvement of Existing Job Skills
Hispanic	University Transfer Credit Preparation for Job to be Obtained
White, not of Hispanic Origin.....	University Transfer Credit Preparation for Job to be Obtained

Ethnic Category	Degree Pursuance	
American Indian/ Alaskan Native.....	Selected Courses	46%
	Pursuing Degree	49%
Asian or Pacific Islander.....	Selected Courses	45%
	Pursuing Degree	47%
Black, not of Hispanic Origin.....	Selected Courses	36%
	Pusuing Degree	59%
Hispanic	Selected Courses	37%
	Pursuing Degree	54%
White, not of Hispanic Origin.....	Selected Courses	54%
	Pursuing Degree	41%

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TO WHAT EXTENT DOES EDUCATIONAL GOAL DATA VARY BY MAJOR FIELD OF STUDY?

As could be expected, occupational majors tended toward occupational goals and academic majors tended toward university transfer goals. The below table displays educational goals and degree pursuance data by those fields of study which had the larger number of majors.

Major	Top Two Intents	Degree Pursuance	
Adm of Justice	Prep for New Job	Pursuing Degree	65%
	Univer Transfer	Courses Only	30%
Art	Personal Interest	Courses Only	56%
	Prep for New Job	Pursuing Degree	37%
Automotive Tech	Improve Job Skills	Courses Only	51%
	Prep for New Job	Pursuing Degree	43%
Banking & Finance	Univer Transfer	Pursuing Degree	51%
	Improve Job Skills	Courses Only	46%
Business Admin	Univer Transfer	Pursuing Degree	61%
	Improve Job Skills	Courses Only	35%
Clerical Education	Prep for New Job	Courses Only	54%
	Improve Job Skills	Pursuing Degree	45%
General Business	Improve Job Skills	Courses Only	52%
	Univer Transfer	Pursuing Degree	44%
Data Processing	Prep for New Job	Courses Only	55%
	Improve Job Skills	Pursuing Degree	46%
Drafting Technology	Prep for New Job	Courses Only	52%
	Improve Job Skills	Pursuing Degree	44%
Education	Univer Transfer	Courses Only	55%
	Prep for New Job	Pursuing Degree	42%
Electronics (Comp Tech)	Prep for New Job	Pursuing Degree	51%
	Improve Job Skills	Courses Only	46%
Electronics Technology	Improve Job Skills	Pursuing Degree	60%
	Prep for New Job	Courses Only	38%
Engineering	Univer Transfer	Courses Only	49%
	Prep for New Job	Pursuing Degree	43%
Fire Science	Prep for New Job	Pursuing Degree	61%
	Improve Job Skills	Courses Only	32%
General Curriculum	Personal Interest	Courses Only	62%
	Univer Transfer	Pursuing Degree	36%

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Major	Top Two Intents	Degree Pursuance	
Marketing	Univer Transfer	Pursuing Degree	57%
	Improve Job Skills	Courses Only	43%
Middle Management	Improve Job Skills	Pursuing Degree	50%
	Prep for New Job	Courses Only	41%
Music	Personal Interest	Courses Only	67%
	Univer Transfer	Pursuing Degree	23%
Nursing, RN	Prep for New Job	Pursuing Degree	61%
	Improve Job Skills	Courses Only	31%
Ornamental Horticulture	Improve Job Skills	Pursuing Degree	61%
	Prep for New Job	Courses Only	33%
Physical Education	Personal Interest	Courses Only	70%
	Univer Transfer	Pursuing Degree	19%
Pre-Professional	Univer Transfer	Pursuing Degree	49%
	Prep for New Job	Courses Only	47%
Psychology	Univer Transfer	Pursuing Degree	53%
	Prep for New Job	Courses Only	44%
Quality Control Tech	Improve Job Skills	Pursuing Degree	56%
	Prep for New Job	Courses Only	44%
Real Estate	Prep for New Job	Courses Only	67%
	Personal Interest	Pursuing Degree	28%
Word Processing	Prep for New Job	Courses Only	72%
	Improve Job Skills	Pursuing Degree	28%

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HOW DOES THE DEMOGRAPHIC CHARACTERISTICS OF THIS SURVEY POPULATION COMPARE WITH OTHER SEMESTER ENROLLMENTS?

The population surveyed (about 27% of the total Spring registrants) compares somewhat favorably with the demographic characteristics of the total population (see below). Percentages may not add up to 100% due to rounding.

Sources: Statistical Information Reports (Fall 1984 and Spring 1985) and Students' Educational Intent analysis.

	SIR Fall 1984	SIR Spring 85	SEI Spring 85
Sex			
Male	45%	46%	46%
Female	54%	53%	53%
Not Coded	1%	1%	1%
Ethnic			
American Indian	1%	1%	1%
Asian/Pacific Islander	2%	2%	2%
Black, not of hispanic origin	2%	2%	3%
Hispanic	8%	8%	8%
White/Other	86%	87%	84%
Not Coded			2%
Age			
*Average Age	30	29	30

*Note: The various age categories were not comparable with the statistical information report categories.

SOME DEMOGRAPHICS AND NUMBER OF RESPONSES BY CATEGORY

(Percentages may not add to 100% due to rounding)

Total Responses 3352

Sex Categories

Pct		Total
46%	Male	1534
53%	Female.....	1765
1%	Uncoded.....	53

Age Categories

Pct		Total
7%	16-19.....	224
28%	20-24.....	943
21%	25-29.....	704
14%	30-34.....	484
17%	35-44.....	562
6%	45-54.....	214
3%	55-64.....	92
1%	65 and over ..	17
3%	Uncoded	112

Ethnic Categories

Pct		Total
1%	American Indian/Alask Native.	42
2%	Asian/Pacific Islander	80
3%	Black, not of Hispanic Orig..	83
8%	Hispanic	276
84%	White, not of Hispanic Orig..	2799
.1%	Nonresident Alien	3
2%	Uncoded	69

Some Notes:

* Average age of all students surveyed was 30.
* Average age of males was 29.
* Average age of females was 31.

RESPONSES BY MAJOR FIELD CATEGORIES

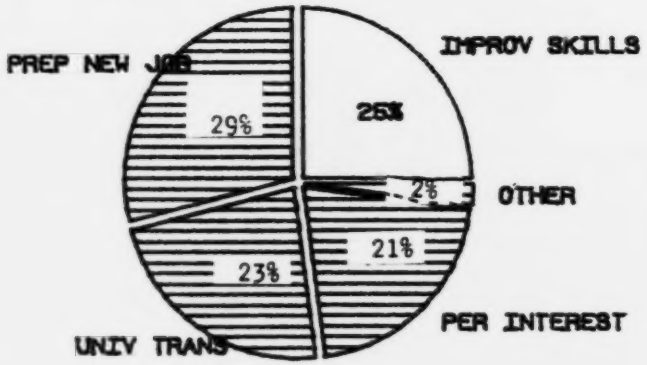
Area	Number of Responses	Pct
Administration of Justice	58	2%
Agri-Business Sales & Services	3	<1%
Agriculture Production-Middle Management	2	<1%
Agriculture-Professional	8	<1%
Art,General	91	3%
Automotive Technology	52	2%
Banking & Finance	35	1%
Biology	21	<1%
Business Administration	110	3%
Business, General	553	17%
Chemistry	0	0%
Clerical Education	24	<1%
Data Processing	117	4%
Drafting Technology (see note)	75	2%
Drafting Technology-Construction (see note)	10	<1%
Drafting Technology-Manufacturing (see note)	1	<1%
Economics	3	<1%
Education	76	2%
Electronics-Computer Technology (see note)	79	2%
Electronics Engineering Technology (see note)	35	1%
Electronics Technology	134	4%
Engineering	101	3%
English	28	<1%
Fire Science	29	<1%
Foreign Language	16	<1%
General Curriculum	194	6%
Geology/Earth Science	4	<1%
History	12	<1%
Home Economics	18	<1%
Admin Assistant/Intake Worker	6	<1%
Chem Dependency Counselor Aide	3	<1%
Child Care Worker/Teacher Aide	7	<1%
Disabled/Mental Health Aide	1	<1%
Gerontology-Admin/Management Aide	2	<1%
Gerontology-Recreational/Leisure Aide	1	<1%
Parent Aide	0	0%
Recreational Specialist	3	<1%
Social Work	18	<1%
Youth Supervisor	0	0%
Industrial Television Technology	10	<1%
Journalism	4	<1%
Liberal Arts Career	20	<1%
Library Technology	5	<1%
Marketing	33	1%
Material Distribution Management	4	<1%
Middle Management	43	1%
Music	31	<1%
Nursing, RN	111	3%
Ornamental Horticulture & Landscaping	16	<1%
Physical Education	48	1%

Number of Responses by Major Field Category (cont.)

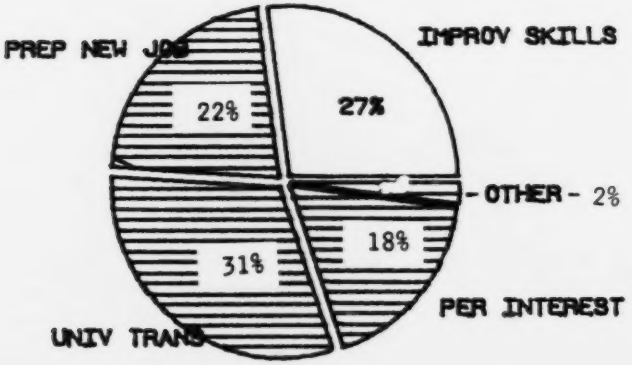
Pre-Professional	43	1%
Psychology	33	1%
Production Management	0	0%
Quality Control Technology	15	<1%
Real Estate	34	1%
Secretarial Science	9	<1%
Sociology	2	<1%
Speech	7	<1%
Theatre Arts	9	<1%
Word Processing	33	1%
Other	887	27%
Undefined Major	25	<1%

GRAPHS

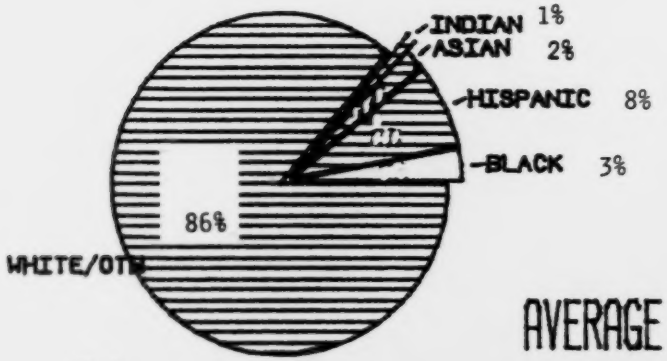
FEMALES - PRIMARY EDUCATIONAL GOALS



MALES - PRIMARY EDUCATIONAL GOALS



SAMPLE SEI SPRING 1985-ETHNIC CATEGORIES



AVERAGE AGE - 30

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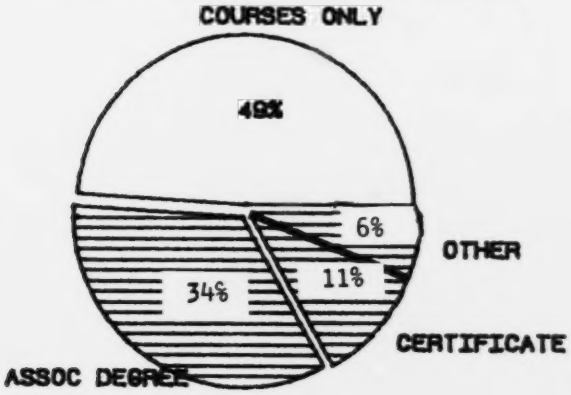
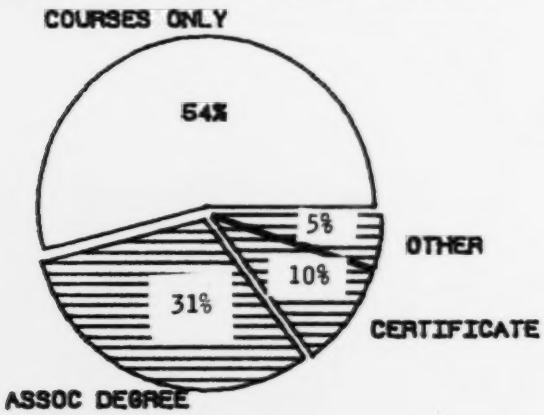
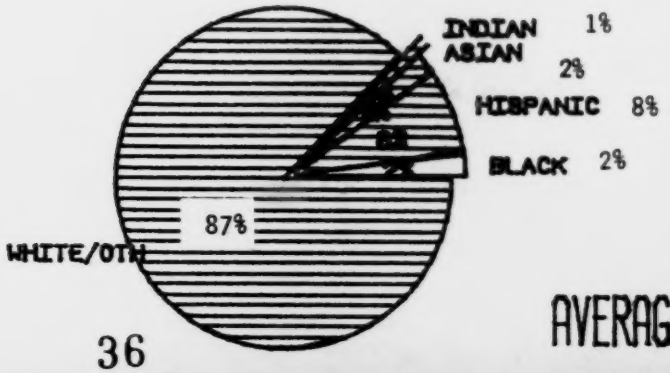
MALES - PLANS TO COMPLETE DEGREE



FEMALES - PLANS TO COMPLETE DEGREE



SIR SPRING 1985 - ETHNIC CATEGORIES



AVERAGE AGE - 29

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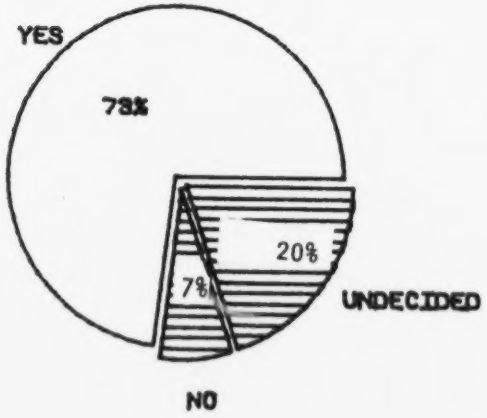
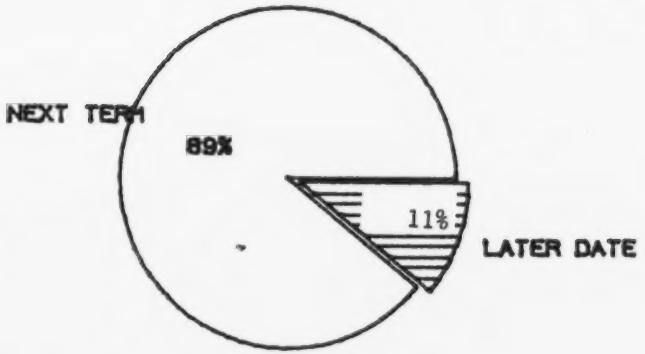
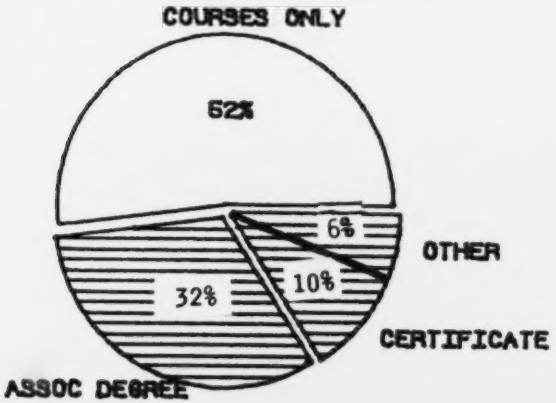
PLANS TO RETURN



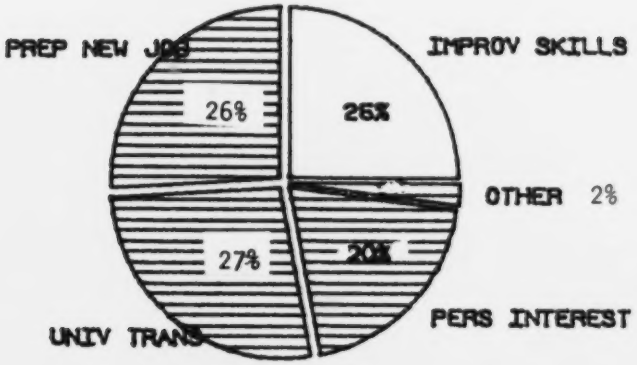
IF YES - WHEN?



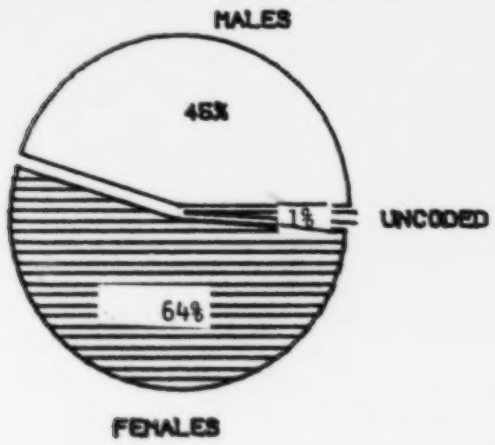
PLANS TO COMPLETE DEGREE



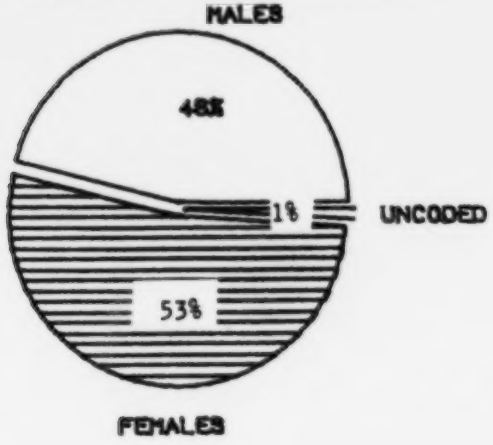
PRIMARY EDUCATIONAL GOALS



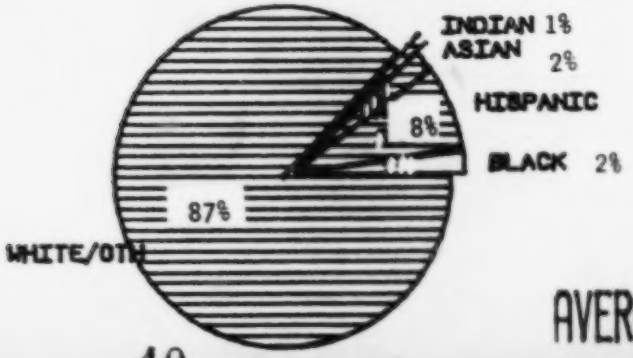
SIR FALL 1984 - SEX CATEGORIES



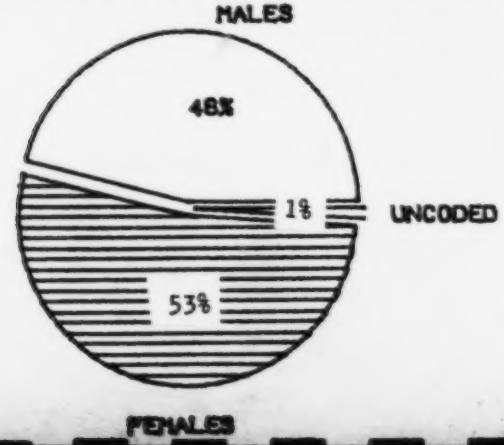
SIR SPRING 1985 - SEX CATEGORIES



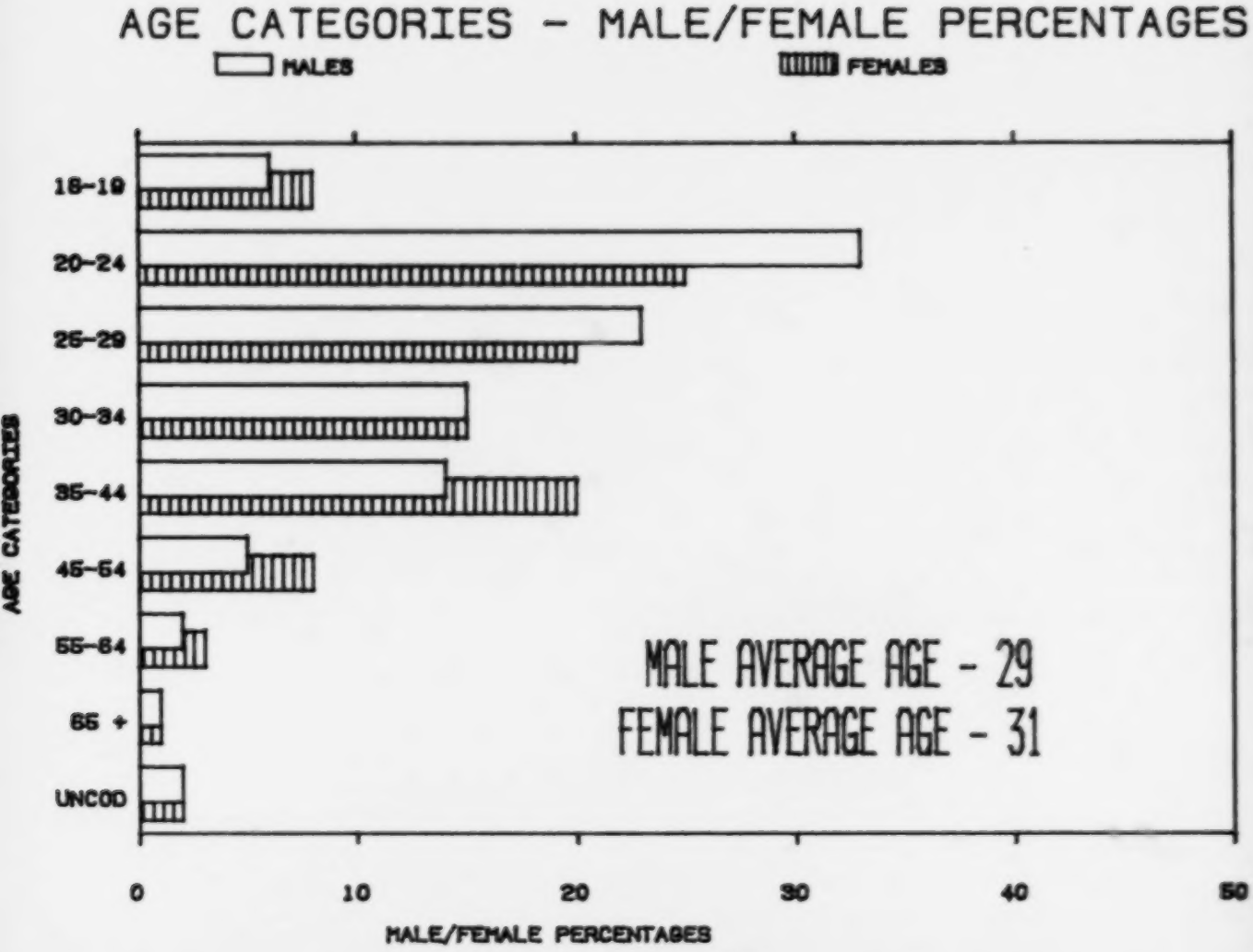
SIR FALL 1984 - ETHNIC CATEGORIES

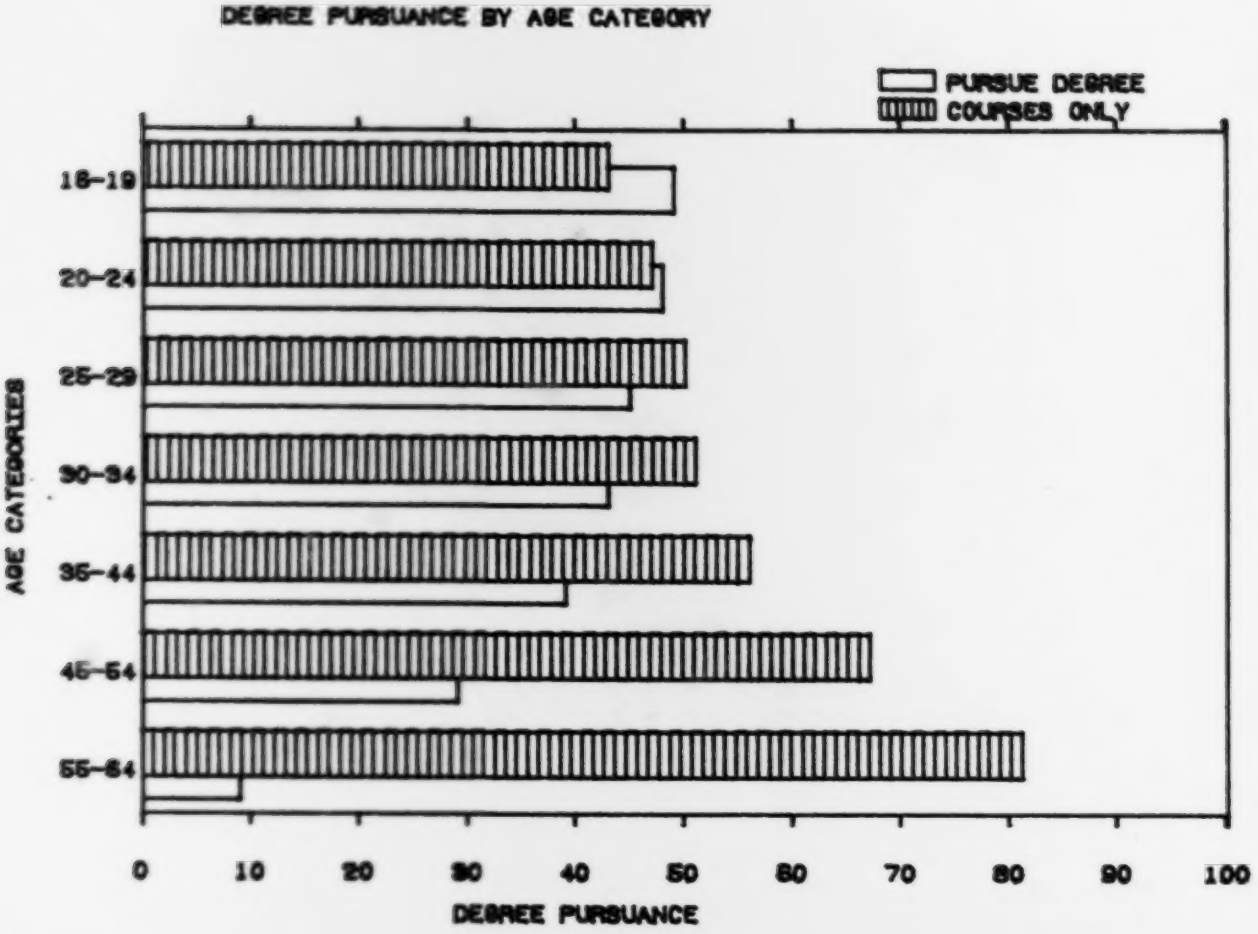


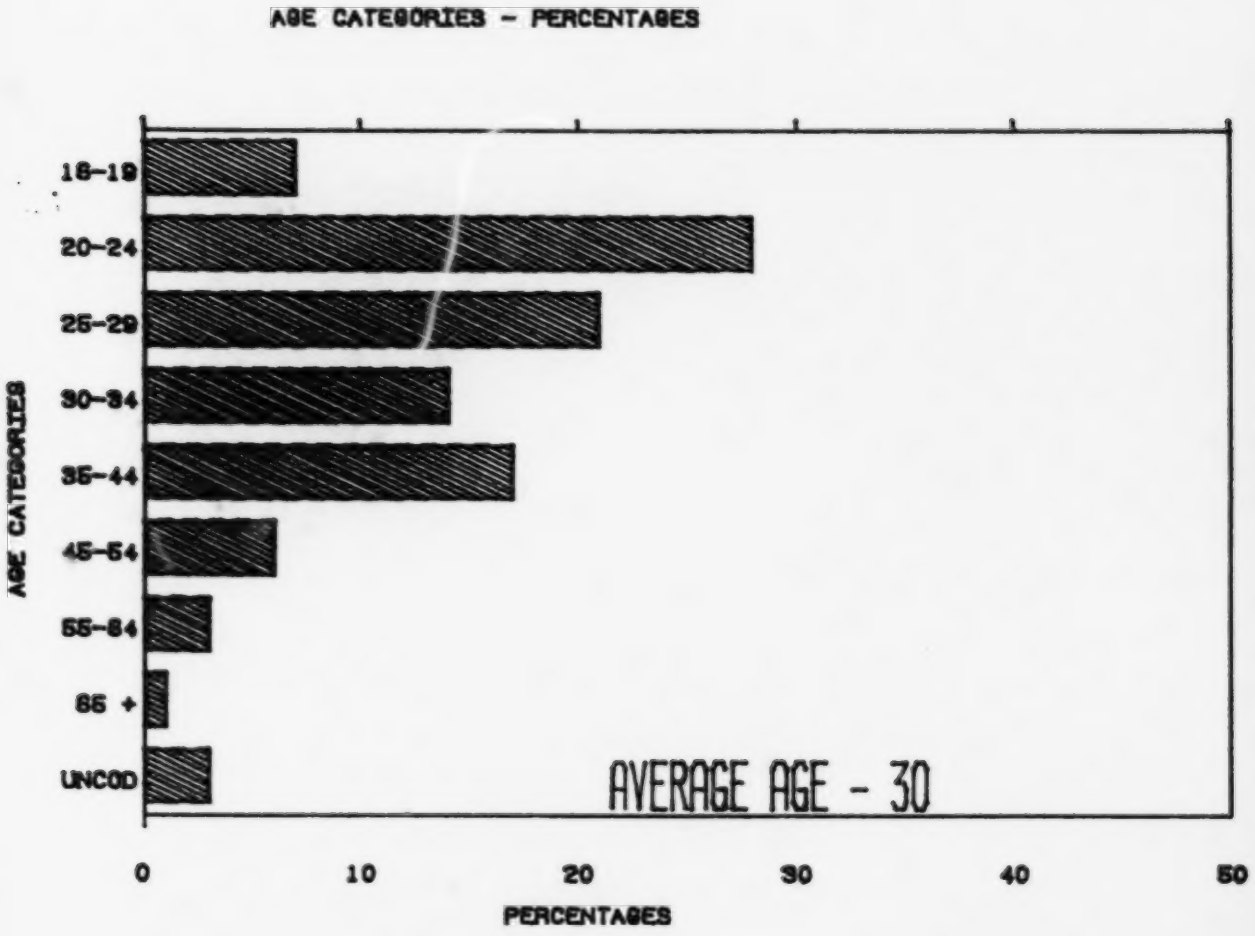
SEI SPRING 1985 - SEX CATEGORIES

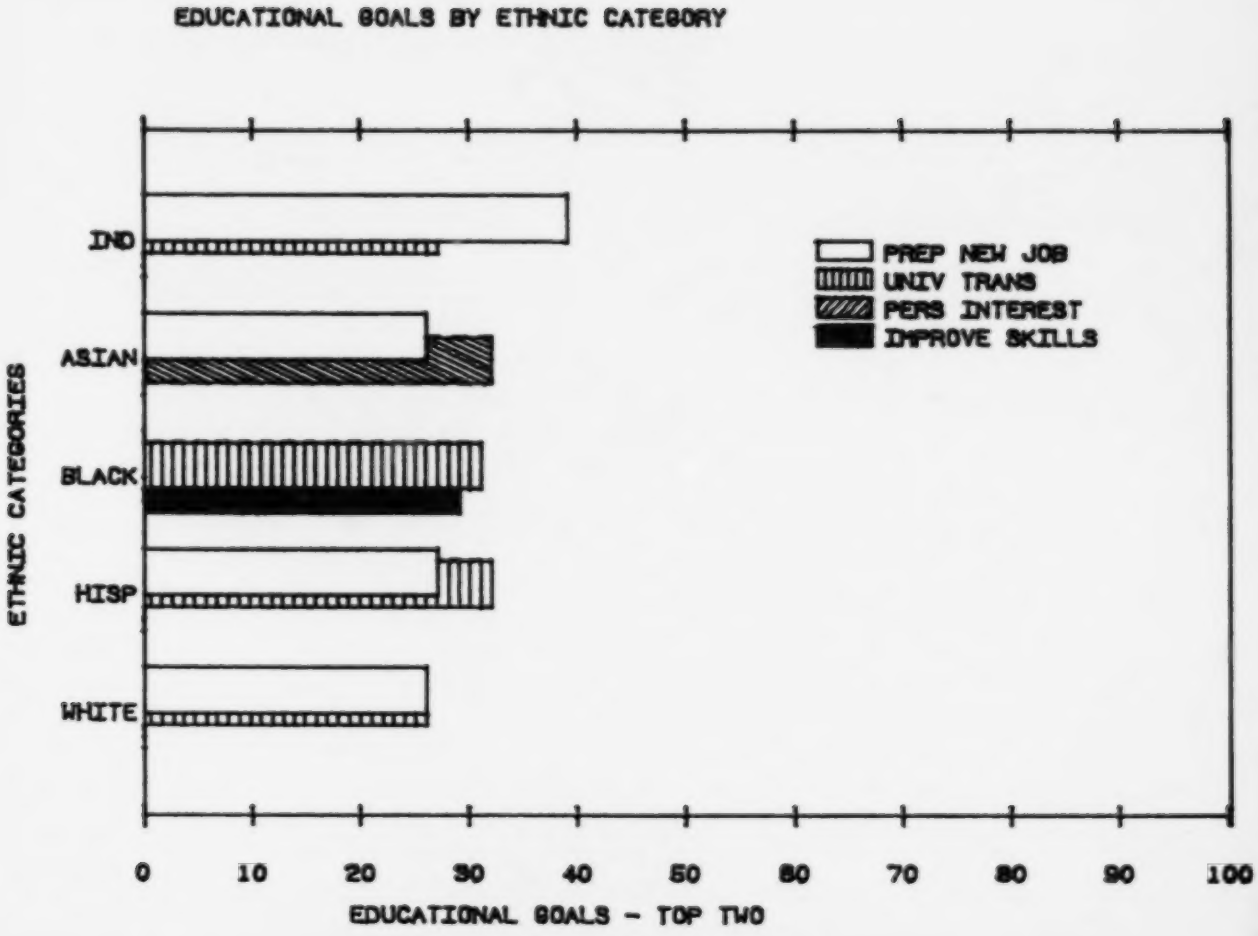


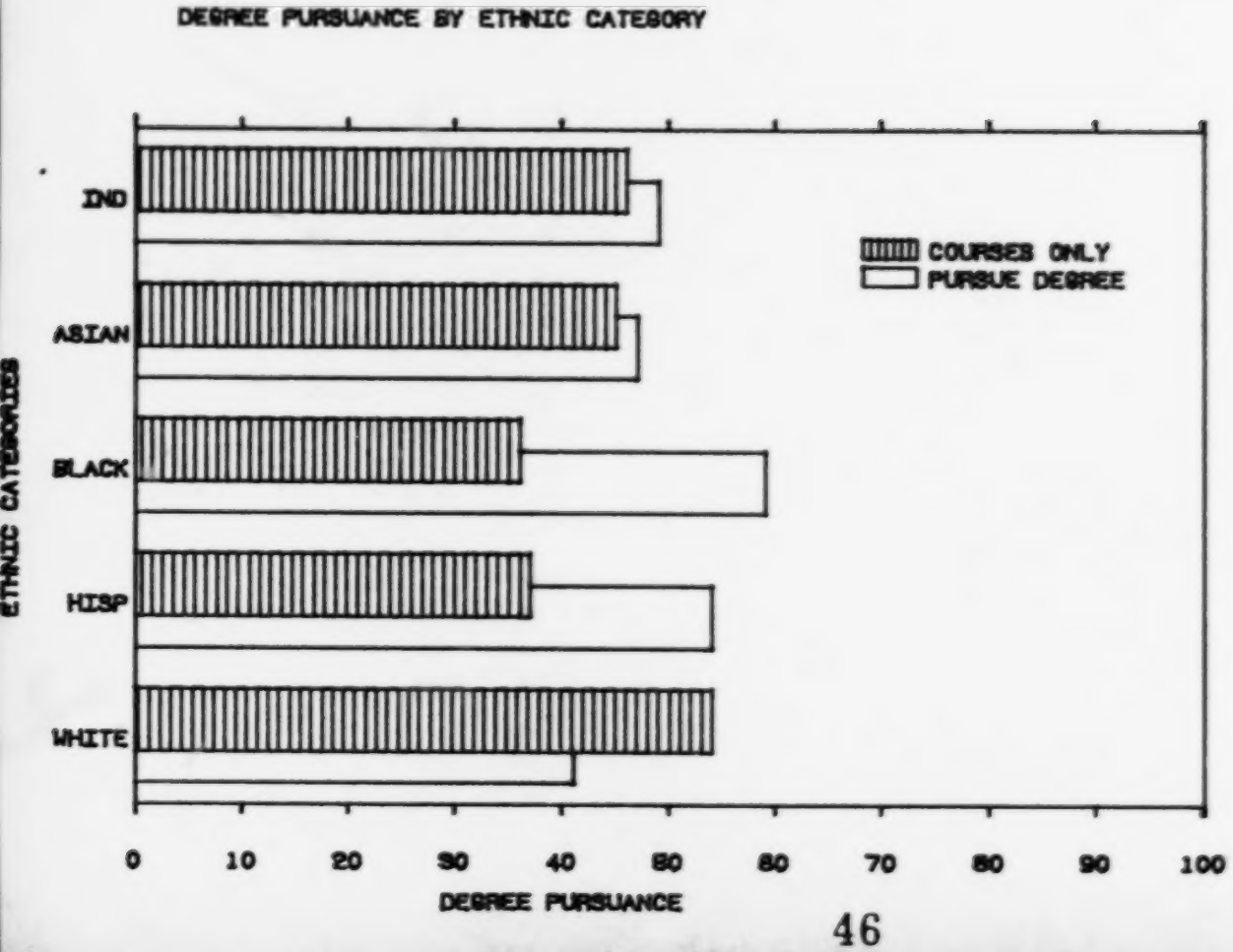
AVERAGE AGE - 30

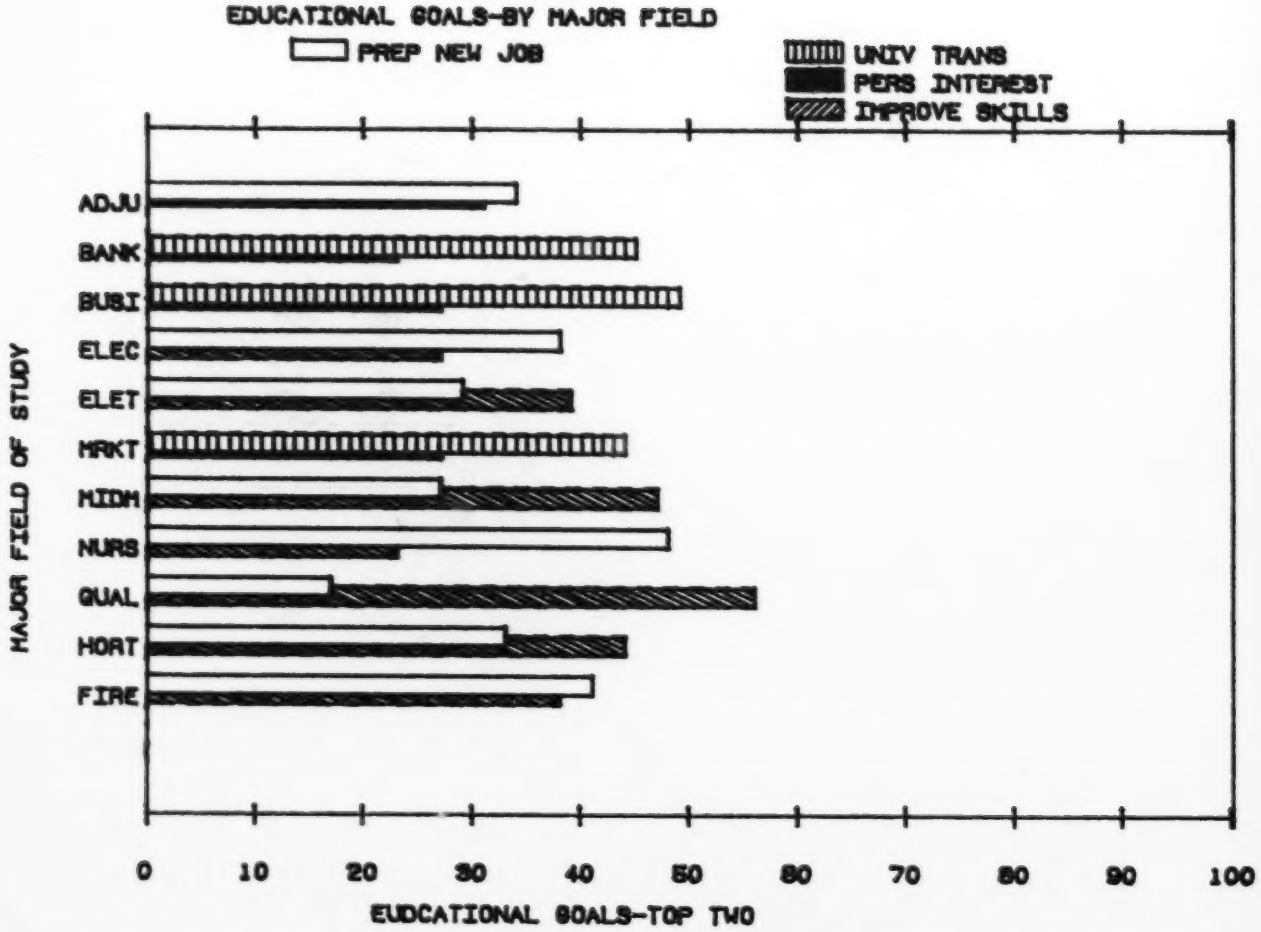

AGE CATEGORIES - MALE/FEMALE PERCENTAGES
MALES
FEMALES
18-19
20-24
25-29
30-34
35-44
45-54
55-64
65 +
UNCOD
AGE CATEGORIES
MALE AVERAGE AGE - 29
FEMALE AVERAGE AGE - 31
0
10
20
30
40
50
MALE/FEMALE PERCENTAGES


DEGREE PURSUANCE BY AGE CATEGORY
PURSUE DEGREE
COURSES ONLY
16-19
20-24
25-29
30-34
35-44
45-54
55-64
AGE CATEGORIES
0
10
20
30
40
50
60
70
80
90
100
DEGREE PURSUANCE


AGE CATEGORIES - PERCENTAGES
18-19
20-24
25-29
30-34
35-44
45-54
55-64
65 +
UNCOD
AGE CATEGORIES
AVERAGE AGE - 30
0
10
20
30
40
50
PERCENTAGES


EDUCATIONAL GOALS BY ETHNIC CATEGORY
IND
ASIAN
BLACK
HISP
WHITE
ETHNIC CATEGORIES
PREP NEW JOB
UNIV TRANS
PERS INTEREST
IMPROVE SKILLS
0
10
20
30
40
50
60
70
80
90
100
EDUCATIONAL GOALS - TOP TWO


DEGREE PURSUANCE BY ETHNIC CATEGORY
IND
ASIAN
BLACK
HISP
WHITE
ETHNIC CATEGORIES
COURSES ONLY
PURSUE DEGREE
0
10
20
30
40
50
60
70
80
90
100
DEGREE PURSUANCE


EDUCATIONAL GOALS-BY MAJOR FIELD
PREP NEW JOB
UNIV TRANS
PERS INTEREST
IMPROVE SKILLS
ADJU
BANK
BUSI
ELEC
ELET
MRKT
MIDM
NURS
QUAL
HORT
FIRE
MAJOR FIELD OF STUDY
0
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20
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40
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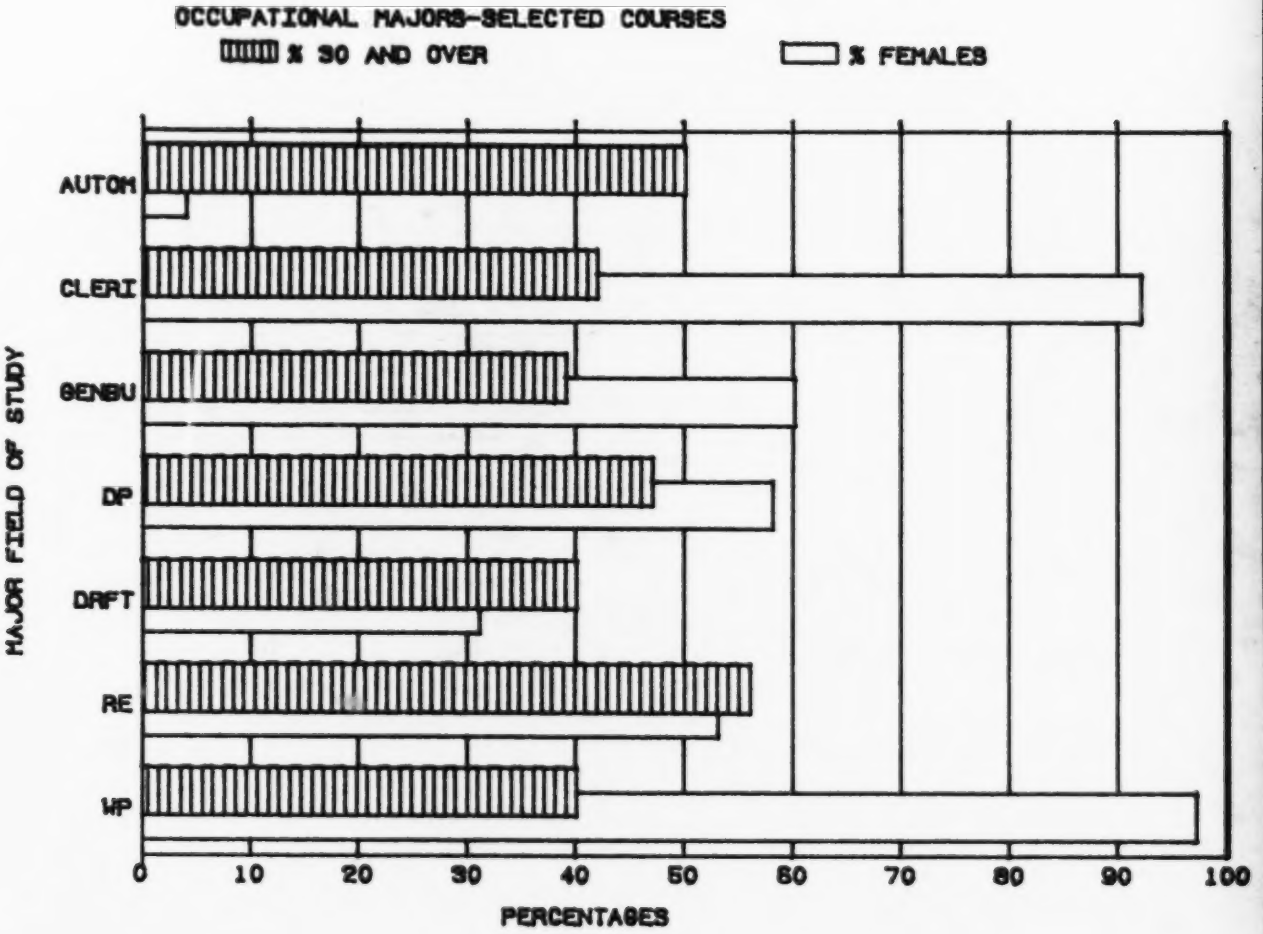
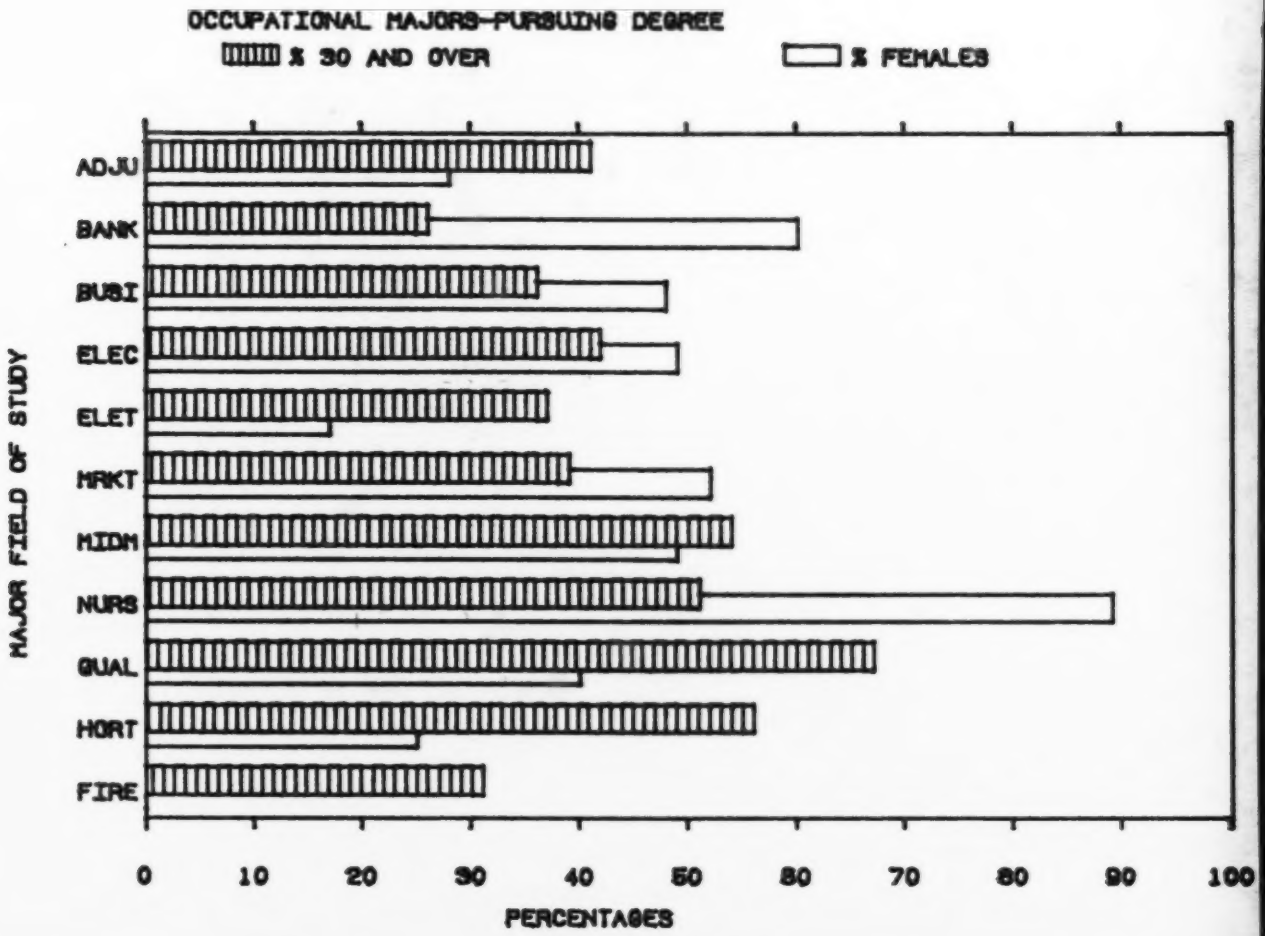
70
80
90
100
EUDCATIONAL GOALS-TOP TWO


OCCUPATIONAL MAJORS-SELECTED COURSES
% 30 AND OVER
% FEMALES
AUTOM
CLERI
GENBU
DP
DRFT
RE
WP
MAJOR FIELD OF STUDY
0
10
20
30
40
50
60
70
80
90
100
PERCENTAGES


OCCUPATIONAL MAJORS-PURSUING DEGREE
% 30 AND OVER
% FEMALES
MAJOR FIELD OF STUDY
ADJU
BANK
BUSI
ELEC
ELET
MRKT
MIDM
NURS
QUAL
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0
10
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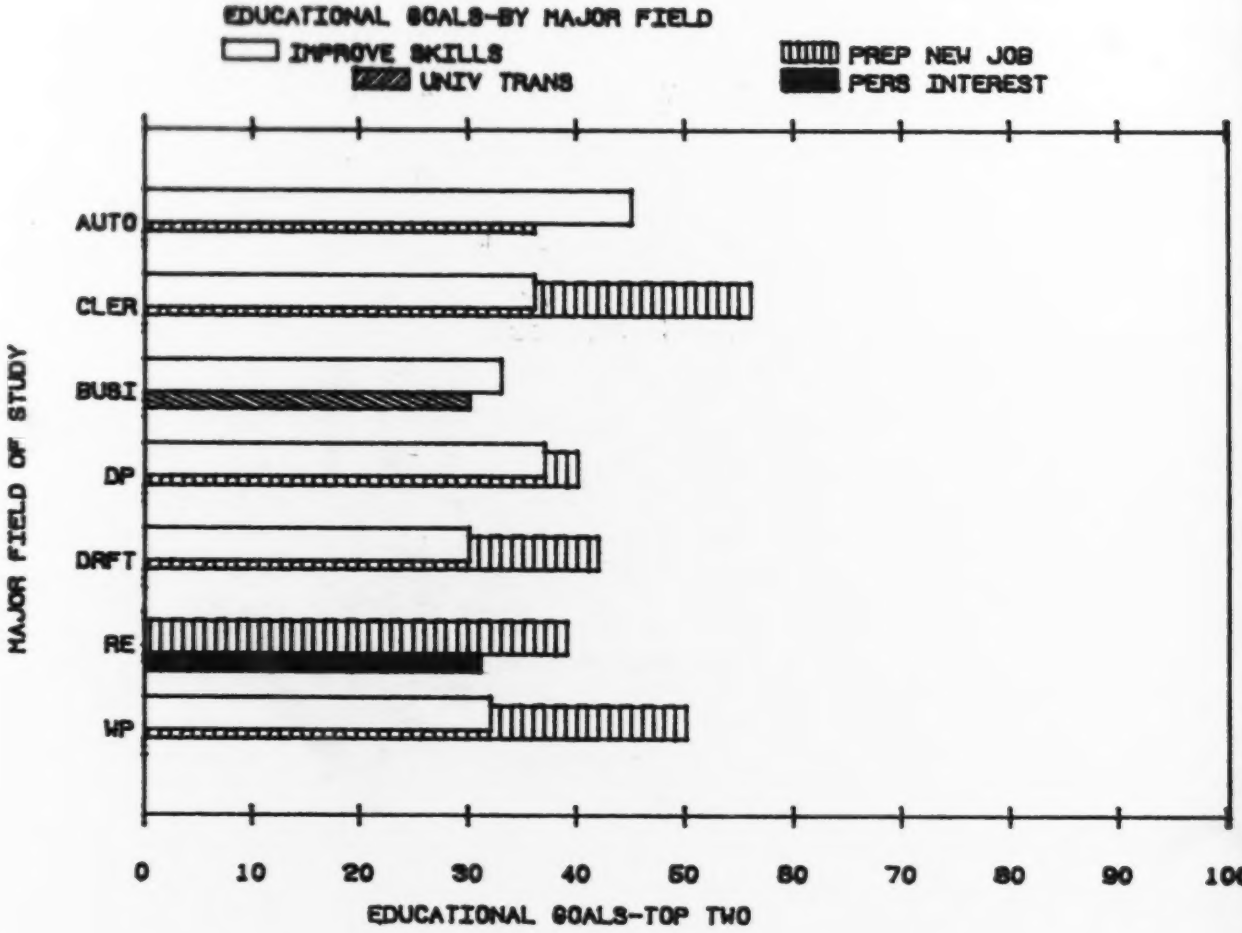
100
PERCENTAGES


EDUCATIONAL GOALS-BY MAJOR FIELD
IMPROVE SKILLS
UNIV TRANS
PREP NEW JOB
PERS INTEREST
AUTO
CLER
BUSI
DP
DRFT
RE
WP
MAJOR FIELD OF STUDY
0
10
20
30
40
50
60
70
80
90
100
EDUCATIONAL GOALS-TOP TWO

MAJOR FIELD CATEGORIES - TOP 10

1. GENERAL BUSINESS
2. ELECTRONICS
3. GENERAL CURRICULUM
4. DATA PROCESSING
5. NURSING
6. BUSINESS ADMINISTRATION
7. ENGINEERING
8. ART
9. DRAFTING TECHNOLOGY
10. EDUCATION

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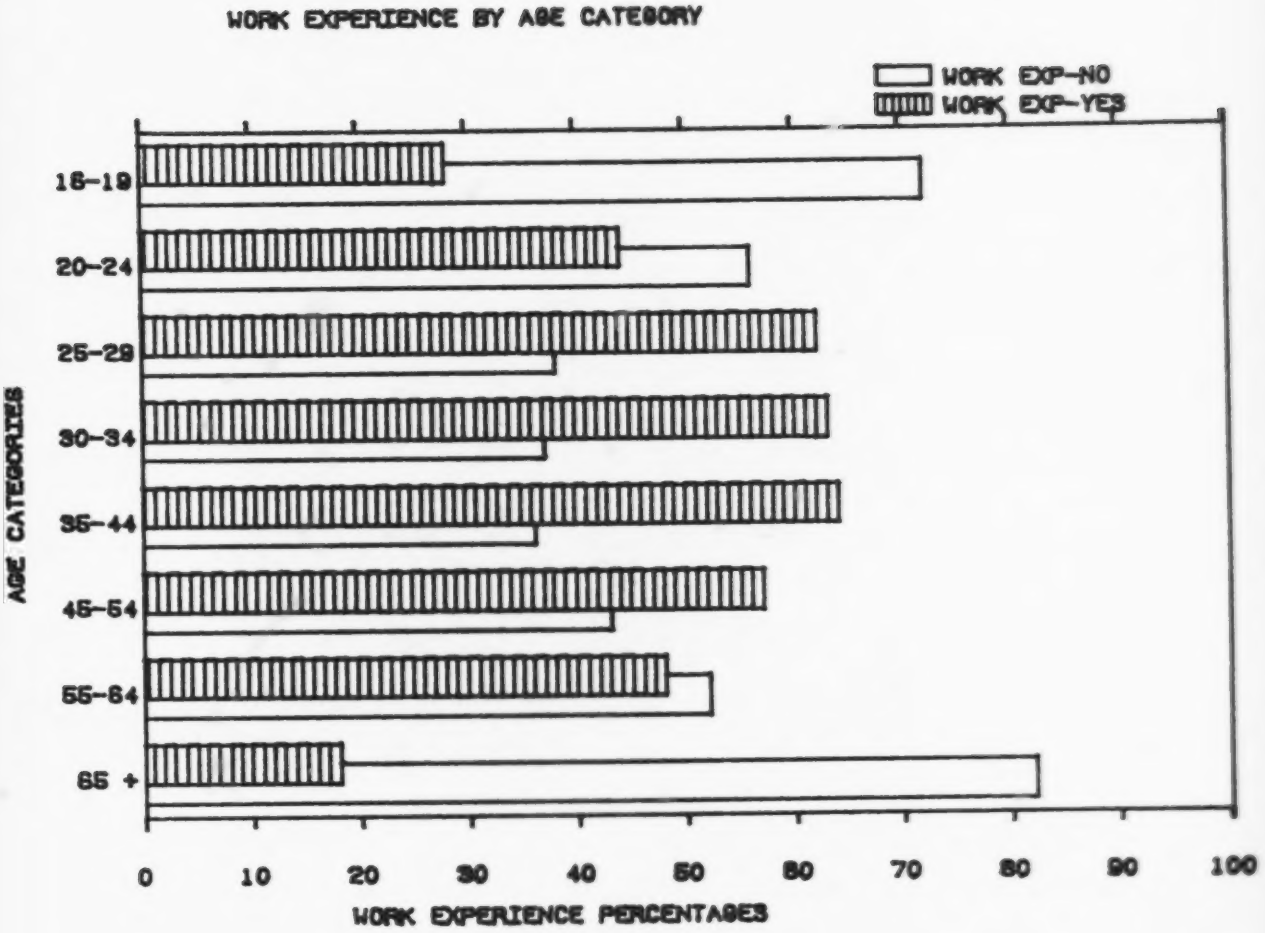
SUBJECT
NO
31
3M
CATALOG N
3M CENTER,
MADE IN U.S.

MAJOR FIELD CATEGORIES - BOTTOM 12

1. PARENT AIDE
2. YOUTH SUPERVISOR
3. PRODUCTION MANAGEMENT
4. DISABLED - MENTAL HEALTH AIDE
5. GERONTOLOGY
6. CHEMISTRY
7. SOCIOLOGY
8. AGRICULTURE PRODUCTION
9. RECREATIONAL SPECIALIST
10. CHEMICAL DEPENDENCY COUNSELOR AIDE
11. ECONOMICS
12. AGRI-BUSINESS SALES AND SERVICES


WORK EXPERIENCE BY AGE CATEGORY
WORK EXP-NO
WORK EXP-YES
16-19
20-24
25-29
30-34
35-44
45-54
55-64
65 +
AGE CATEGORIES
0
10
20
30
40
50
60
70
80
90
100
WORK EXPERIENCE PERCENTAGES

Glendale Community College
Project Follow-Up Report
Student Withdrawal Survey
Course Withdrawal
Spring 1985
No. 2A

Dr. J. Joaquin Montemayor,
Director

Dr. Majel Dominguez,
Project Coordinator

Dr. Jim Reed,
Project Consultant and Analyst

August 1, 1985

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Conclusions	2
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Table 3 - Female, Reasons for Withdrawal	5
Table 4 - Male, Evaluation of Counselor Usefulness	6
Table 5 - Female, Evaluation of Counselor Usefulness	6

6-43

Introduction

Due to the late start of this project in the spring of 1984, only a limited number of Course Withdrawal Cards were distributed. However, the information obtained is useful because it does, in fact, give an indication of the major reasons persons were withdrawing from courses. This report is useful only when compared with subsequent surveys. It is suggested that future surveys be conducted to gauge the reliability of the responses found here.

Findings

1. Sex. The majority of respondents were male, with 43.48 percent female.

2. Male Reasons for Withdrawal. The majority of students indicated that they withdrew because of: conflicting job hours, too heavy course load, and grade problems.

3. Female Reasons for Withdrawal. The top two reasons indicated were dissatisfaction with instruction and conflicting job hours, followed by too heavy course load, then other personal/family reasons.

4. Male Evaluation of Counselor Usefulness. The overwhelming majority, 94.64% indicated that consulting with a counselor would not have been beneficial to their decision to withdraw.

5. Female Evaluation of Counselor Usefulness. As in the male responses, 94.83% of the females indicated that consulting would not have been beneficial to them.

Conclusions

The major reason(s) for withdrawing are personal and the student's estimation is that consulting with a counselor would not have changed his/her mind about the decision to withdraw from a course.

Table 1
Sex

Sex	Number	Percent
Male	78	56.52
Female	60	43.48
Total	138	100%

Table 2
Male
Reason for Withdrawal

Reason	Number	Percent
Attendance problems	12	12.90
Grade problems	16	17.20
Dissatisfied with instruction	7	7.53
Found job in occupation related to course(s) completed at this college		
Transportation problems	1	1.08
Conflicting job hours	23	24.73
Dissatisfied with course content	5	5.38
Too heavy course load	18	19.35
Personal/family illness or injury	3	3.23
Other personal/family reasons	5	5.38
Other	3	3.23
TOTAL	93	100%

Table 3
Female
Reasons for Withdrawal

Reason	Number	Percent
Attendance problems	9	4.71
Grade problems	8	9.41
Dissatisfied with instruction	14	16.47
Found job in occupation related to course(s) completed at this college		
Transportation problems	1	1.18
Conflicting job hours	14	16.47
Dissatisfied with course(s) content	6	7.06
Too heavy course load	13	15.29
Personal/family illness or injury	6	7.06
Other personal/family reasons	11	12.94
Other	8	9.41
TOTAL	85	100%

Table 4
Male
Evaluation of Counselor
Usefulness

Evaluation	Number	Percent
Yes	5	5.36
No	53	94.64
TOTAL	58	100%

Table 5
Female
Evaluation of Counselor
Usefulness

Evaluation	Number	Percent
Yes	3	5.17
No	55	94.83
TOTAL	58	100%

Glendale Community College
Project Follow-Up Report
Student Withdrawal Survey
College Withdrawal
Spring 1985
No. 2B

Dr. J. Joaquin Montemayor,
Director

Dr. Majel Dominguez,
Project Coordinator

Dr. Jim Reed,
Project Consultant and Analyst

August 1, 1985

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Introduction

This survey is part of a three-part withdrawal survey. The other two parts look at Course Withdrawal and Student Walkoffs. This component asked questions about why students withdraw from college. This survey probably gives the best data of the three withdrawal surveys for the spring, 1984, student body because of the larger number of respondents. However, from a research perspective, College as well as Course Withdrawal together with the Student Walkoff component are important to review in order to evaluate why students withdraw.

Findings

1. Sex. There were 63% female and 37% male respondents to this questionaire.

2. Male Reasons for Withdrawal. The major reasons indicated here were conflicting job hours, followed by change of residence, attendance problems, then personal/family illness or injury situations.

3. Female Reasons for Withdrawal. The major reasons indicated were conflicting job hours, followed by personal/family reasons, then personal/family illness or injury; and subsequent reasons were dissatisfaction with instruction and attendance problems.

4. Male Future College Enrollment Plans. The results indicate the overwhelming majority of males or almost 70% indicated that they were planning to return in the Fall.

5. Female Future College Enrollment Plans. As in the male situation, the overwhelming majority, or 67% of the females, indicated that they were planning to return in the Fall.

6. Male Employment Status. The majority, or almost 90% indicated that they were employed 40 hours and over; the next largest group indicated that they were employed from 31 to 40 hours a week.

7. Female Employment Status. As in the males, the majority, almost 75% were employed; a little over 40% were employed from 31 to 40 hours and about the same percent were employed 40 hours or more.

8. Male Use of Support Services. The respondents were asked to indicate whether they had used any support services and a little over 40% indicated that they had used Counseling, followed by Financial Aids, Veterans' Services and Job Placement.

9. Female Use of Support Services. As in the males, about 47% indicated that they had used Counseling, followed by Financial Aids and Job Placement assistance.

10. Male Evaluation of College Experience. Respondents were asked to evaluate their experiences with Glendale College. Almost 50% indicated that they were satisfied; 32% were very satisfied, and no one indicated disappointment with their experiences.

11. Female Evaluation of College Experience. As in the male situation, almost 50% indicated that they were satisfied with their college experience and 36% indicated that they were very satisfied. A very small percentage indicated that they were disappointed or very disappointed.

Conclusions

The majority of the respondents were female. Males indicated conflicting job hours a top reason for withdrawing from courses; while females also indicated conflicting job hours as a reason for withdrawing.

Males as well as females indicated that they would return to college.

Males as well as females were employed 40 hours or more.

Males as well as females responded that a little less than 50% of these had used supportive services.

Males as well as females indicated satisfaction with their college experience. Only an insignificant percent indicated dissatisfaction.

1. Sex. There were 63% female and 37% male respondents to this questionnaire.

2. Male reasons for withdrawal. The major reasons indicated here were conflicting job hours, followed by change of residence, attendance problems, then personal/family illness or injury situations.

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Males as well as females indicated satisfaction with their college experience. Only an insignificant percent indicated dissatisfaction.

Table 1
Sex

Sex	Number	Percent
Male	108	37
Female	184	63
	282	100%

Table 2
Male
Reason for Withdrawal

Reason	Number	Percent
Attendance problems	12	9.36
Grade problems	6	4.69
Dissatisfied with instruction	3	2.34
Found job in occupation related to course(s) completed at this college	4	3.13
Transportation problems	1	.79
Conflicting job hours	43	33.59
Dissatisfied with content of course(s)	2	1.56
Dissatisfied with college in general	2	1.56
Change of residence	15	11.72
Financial reasons	8	6.25
Personal/family illness or injury	12	9.38
Other personal/family reasons	11	8.59
Other	12	9.38
TOTAL	128	100%

Table 3
Female
Reasons for Withdrawal

Reason	Number	Percent
Attendance problems	16	6.72
Grade problems	14	5.88
Dissatisfied with instruction	22	9.24
Found job in occupation related to course(s) completed at this college	6	2.52
Transportation problems	4	1.68
Conflicting job hours	57	23.95
Dissatisfied with content of course(s)	7	2.94
Dissatisfied with college in general	2	.84
Change of residence	12	5.04
Financial reasons	8	3.36
Personal/family illness or injury	29	12.18
Other personal/family reasons	40	16.81
Other	21	8.82
TOTAL	238	100%

Table 4
Male
Future College Enrollment Plans

	Plan			When			
	Yes	No	Undecided	Fall	Spring	Summer	Later
No.	75	9	24	53	3	11	9
Percent	69.44	8.33	22.22	49.07	2.78	10.19	8.33

Table 5
Female
Future College Enrollment Plans

	Plan			When			
	Yes	No	Undecided	Fall	Spring	Summer	Later
No.	117	22	36	72	13	15	31
Percent	66.86	12.57	20.57	41.14	7.43	8.57	17.75

Table 6
Male
Employment Status

	Employed		Number of hours		
	Yes	No	Less than 31	31-40	Over 40
No.	82	12	4	23	54
Percent	87	14.63	4.88	28.05	65.85

Table 7
Female
Employment Status

	Employed		Number of Hours		
	Yes	No	Less than 31	31-40	Over 40
No.	142	48	18	60	62
Percent	74.74	33.80	12.68	42.25	43.66

Table 8
Male
Use of Support Services

Service	Number	Percent
Financial Aids	20	18.02
Counseling	47	42.34
Job placement assistance	15	13.51
Health clinic/services		
Tutoring services	9	8.11
Veterans services	28	18.02
Total	111	100%

Table 9
Female
Use of Support Services

Service	Number	Percent
Financial Aids	17	28.33
Counseling	28	46.67
Job Placement Assistance	8	13.33
Health Clinic/Services		
Tutoring Services	6	10.00
Veterans Services	1	1.67
Total	60	100%

Table 10
Male
Evaluation of College Experience

Evaluation	Number	Percent
Very Satisfied	33	31.73
Satisfied	50	48.08
Neutral	18	17.31
Disappointed	3	2.88
Very disappointed		
Total	104	100%

Table 11
Female
Evaluation of College Experience

Evaluation	Number	Percent
Very Satisfied	61	35.67
Satisfied	81	47.37
Neutral	22	12.87
Disappointed	5	2.92
Very Disappointed	2	1.17
Total	171	100%

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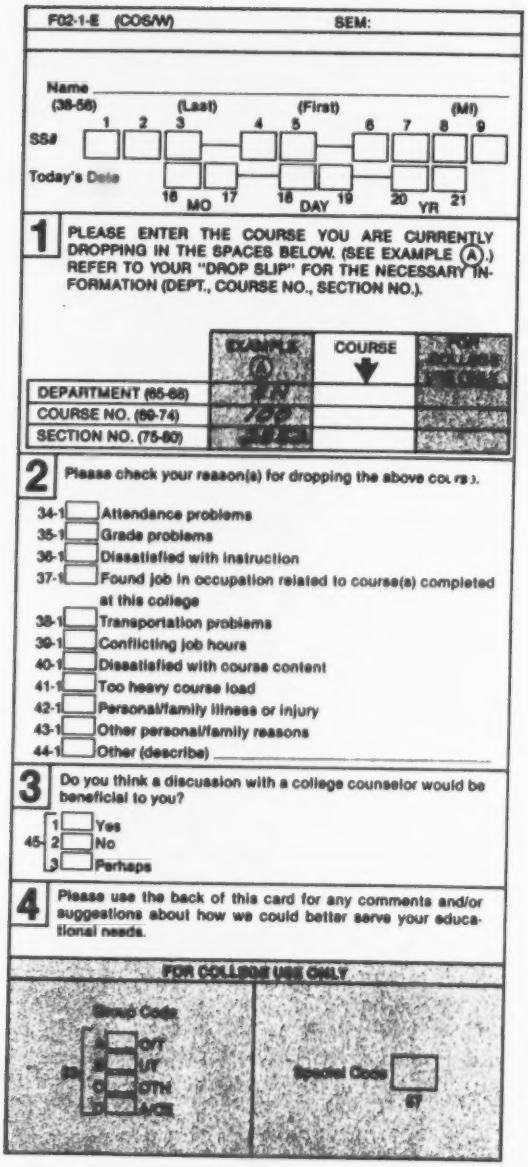
Appendix
Computer Card


F02-1-E (COS/W) SEM:

Name (38-58) (Last) (First) (MI)

SS# 1 2 3 4 5 6 7 8 9

Today's Date 16 MO 17 18 DAY 19 20 YR 21

1 PLEASE ENTER THE COURSE YOU ARE CURRENTLY DROPPING IN THE SPACES BELOW. (SEE EXAMPLE (A).) REFER TO YOUR "DROP SLIP" FOR THE NECESSARY INFORMATION (DEPT., COURSE NO., SECTION NO.).

	EXAMPLE (A)	COURSE ▼	
DEPARTMENT (65-68)	ENG		
COURSE NO. (69-74)	100		
SECTION NO. (75-80)	002		

2 Please check your reason(s) for dropping the above course(s).

34-1 ☐ Attendance problems
35-1 ☐ Grade problems
36-1 ☐ Dissatisfied with instruction
37-1 ☐ Found job in occupation related to course(s) completed at this college
38-1 ☐ Transportation problems
39-1 ☐ Conflicting job hours
40-1 ☐ Dissatisfied with course content
41-1 ☐ Too heavy course load
42-1 ☐ Personal/family illness or injury
43-1 ☐ Other personal/family reasons
44-1 ☐ Other (describe) _____

3 Do you think a discussion with a college counselor would be beneficial to you?

45-1 ☐ Yes
45-2 ☐ No
45-3 ☐ Perhaps

4 Please use the back of this card for any comments and/or suggestions about how we could better serve your educational needs.

FOR COLLEGE USE ONLY

Group Code
A ☐ OIT
B ☐ UY
C ☐ OTN
D ☐ AVCE

Special Code ☐ 67

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Glendale Community College
Project Follow-Up Report
Student Withdrawal Survey
Walkoff
Spring 1985
No. 2C

Dr. J. Joaquin Montemayor,
Director

Dr. Majel Dominguez,
Project Coordinator

Dr. Jim Reed,
Project Consultant and Analyst

August 1, 1985

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Introduction

The Follow-up Project began late in the fall of 1984, due to the fact that funding was received after the anticipated beginning date. This previous factor, together with problems associated with trying to work with the Office of Admissions and Records, presented some difficulties in trying to identify those students that basically walked off or, more simply stated, disappeared from class or from the college and did not bother to withdraw officially.

This report has a minor number of students. The decision was made to write up the results because the format will be used in future follow-up efforts.

It is expected that the number of walkoffs may be insignificant to those who withdraw from courses or those who withdraw officially from the college. However, this will be determined by comparison with subsequent follow-up studies.

Findings

1. Sex. The majority of the respondents were female--almost 78%.

2. Plans to Return to the Course. Seventy-one percent indicated that they would not return to the course.

3. Reason for Withdrawal. The highest reasons indicated were dissatisfaction with instruction, conflicting job hours, and dissatisfaction with course content.

4. Stopped Attending Courses. Sixty-three percent indicated that that was the case.

5. Supportive Services. Respondents were asked if they had used any supportive services and no one indicated use of supportive services.

6. Future Course Enrollment Plans. Only 33% indicated that they had future course enrollment plans. The majority said that they were undecided, and the rest said no.

7. Employment Status. Seventy-five percent were employed; the majority holding jobs that required them to work over 40 hours.

8. Evaluation of College Experience. The majority of respondents were neutral, followed by very satisfied, satisfied. 22% were disappointed, and no one indicated very disappointed with their college experience.

Conclusions

Most respondents were female and indicated that they did not plan to return to the course withdrawn from. Various reasons for withdrawal were stated with the highest being dissatisfaction with instruction. Most students had not used support services, did not plan to re-enroll in college, worked full time and were neutral or satisfied with instruction.

Table 1
Sex

Sex	Number	Percent
Male	2	22.22
Female	7	77.78
	9	100%

Table 2
Plans to Return to the Course

	Plans		When	
	Yes	No	This Semester	Next Semester
Number	2	5		2
Percent	28.57	71.43		100.00

Table 3
Reason For Withdrawal

Reason	Number	Percent
Attendance problems	1	10
Grade problems		
Dissatisfied with instruction	2	20
Found job occupation related to course(s) completed at this college		
Transportation problems	1	10
Conflicting job hours	2	20
Dissatisfied with course content	2	20
Too heavy course load		
Personal/family illness or injury	1	10
Other personal/family reasons	1	10
Other		
TOTAL	10	100%

Table 4
Stopped attending courses

Status	Number	Percent
Yes	5	62.50
No	3	37.50
TOTAL	8	100%

Table 5
Supportive Services

Service	Number	Percent
Financial Aids		
Counseling		
Job placement assistance		
Health Clinic/services		
Tutoring services		
Veterans services		
TOTAL	Ø	100%

Table 6
Future College Enrollment Plans

	Plans			When			
	Yes	No	Undecided	Fall	Spring	Summer	Later
Number	3	2	4	3			
Percent	33.33	22.22	44.44	100%			

Table 7
Employment Status

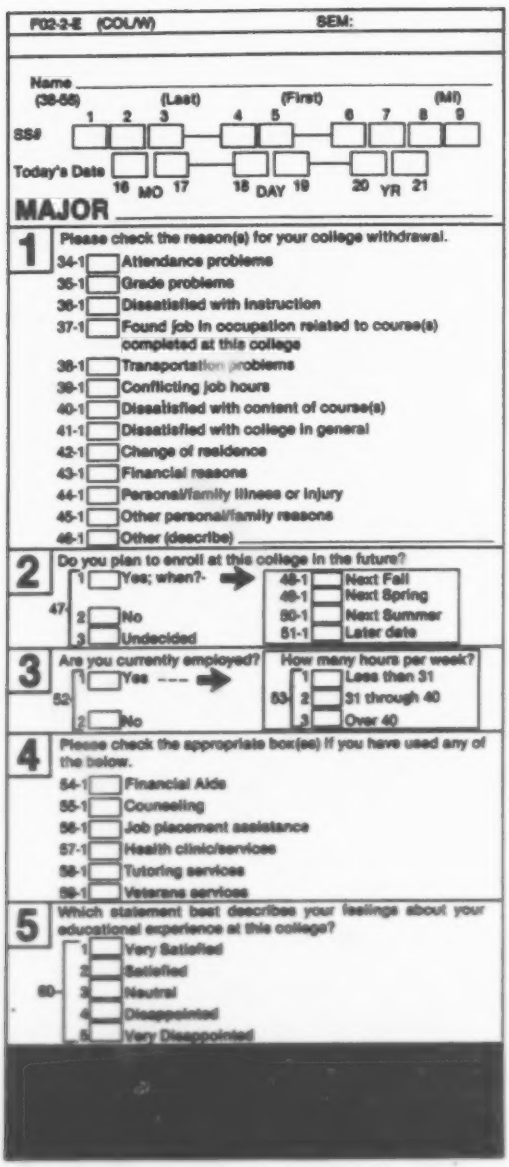
	Plans		How Many Hours		
	Yes	No	Less than 31	31-40	Over 40
Number	6	2	1	1	4
Percent	75	25	16.67	16.67	66.67

Table 8
Evaluation of College Experience

Evaluation	Number	Percent
Very Satisfied	2	22.22
Satisfied	2	22.22
Neutral	3	33.33
Disappointed	2	22.22
Very Disappointed	0	0
TOTAL	9	100%

88

Appendix
Computer Card


F02-2-E (COL/W) SEM:

Name (38-56) (Last) (First) (MI)

SS# 1 2 3 4 5 6 7 8 9

Today's Date 16 MO 17 18 DAY 19 20 YR 21

MAJOR

1 Please check the reason(s) for your college withdrawal.

34-1 Attendance problems
35-1 Grade problems
36-1 Dissatisfied with instruction
37-1 Found job in occupation related to course(s) completed at this college
38-1 Transportation problems
39-1 Conflicting job hours
40-1 Dissatisfied with content of course(s)
41-1 Dissatisfied with college in general
42-1 Change of residence
43-1 Financial reasons
44-1 Personal/family illness or injury
45-1 Other personal/family reasons
46-1 Other (describe)

2 Do you plan to enroll at this college in the future?

47- 1 Yes; when?- → 48-1 Next Fall; 49-1 Next Spring; 50-1 Next Summer; 51-1 Later date
2 No
3 Undecided

3 Are you currently employed?

52- 1 Yes --- → How many hours per week? 53- 1 Less than 31; 2 31 through 40; 3 Over 40
2 No

4 Please check the appropriate box(es) if you have used any of the below.

54-1 Financial Aids
55-1 Counseling
56-1 Job placement assistance
57-1 Health clinic/services
58-1 Tutoring services
59-1 Veterans services

5 Which statement best describes your feelings about your educational experience at this college?

60- 1 Very Satisfied
2 Satisfied
3 Neutral
4 Disappointed
5 Very Disappointed

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Glendale Community College
Project Follow-up Report
Non-Returning Students
Spring 1985
No. 3

Dr. J. Joaquin Montemayor,
Director

Dr. Majel Dominguez,
Project Coordinator

Dr. Jim Reed,
Project Consultant and Analyst

May 9, 1985

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Glendale Community College
Nonreturning Student Follow-Up Survey Report
August 1985

The contents of this report concerns an analysis of survey information obtained from follow-up survey respondents who attended Glendale Community College in the Fall of 1984 and did not return for the Spring 1985 term. One should understand that such follow-up survey data is a reliable source of information from students returning the survey form. Also, one should remember that follow-up information reports on what has already happened and usually does not provide answers to the cause or reason for this occurrence. For this reason, several sections of this report seek to highlight some areas within the college which may need to respond to some of the findings of the survey. This document is divided into the below sections:

* Some Highlights - The Good ... and the not so good.

* Suggested Uses of the Data.

* What does our data say about:

  - Where did our students rate us the lowest?
  - Where did our students rate us the highest?
  - What were the reasons for our former students not re-enrolling?
  - What were the educational goals of our former students?
  - Did our former students experience difficulty in transferring to another college?
  - What are the salaries of our nonreturning students?
  - Are our former students interested in taking more courses at our college?
  - How did the characteristics and responses of our occupational students compare with the characteristics and responses of our university transfer/academic majors?
  - Would our students recommend our courses to others?
  - What comments did our students have for us?
    The Roses....the Thorns....and, the others
  - What is the employment make-up of our students?

* So What Now .....

* Some Demographics and Responses by Category

After this type of survey data is analyzed and reviewed, it is standard practice to request that the appropriate institutional staff respond in writing to the issues raised. This request is usually made by the appropriate administrative cabinet member to staff members who are responsible for the particular area or department involved. It should be remembered that such requests can be formulated in a positive manner with the primary goal being to improve or enhance the college's services as a whole. There are several alternatives which should be considered when a particular issue arises after a study is

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performed and the response is received from the appropriate institutional staff. These alternatives are listed below and should be considered by the reader as this report is reviewed.

Decision Mode	Decision Description
A.	Promote (advertise and/or market) the program or service as it stands.
B.	Enhance the program or service with additional expenditures in terms of staff, equipment, or instructional design.
C.	Modify the program or service in terms of staff or instructional design.
D.	Continue the program or service as is.
E.	Continue the program or service as is, but limit the scale of exposure.
F.	Cut back on both expenditures and activity.
G.	Delete the program or service.

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SOME HIGHLIGHTS . . .

THE GOOD . . .

* Overall, our instructors were rated high - especially in terms of "quality of instruction."

* Our Library Services were given the highest of all ratings.

* Almost eight out of ten students said they were interested in taking more courses at our college.

AND . . . THE NOT SO GOOD . . .

* When compared with other ratings, our counseling, advisement, and placement services were not held in regard by the students.

* There appeared to be concern about students' ability to adequately transfer coursework to universities. The perception appeared to be that the 2 year/4 year transfer of coursework could be better coordinated and that advisors needed more accurate information about transfer issues.